

Collier County Public Schools

# Eden Park Elementary School



2022-23 Schoolwide Improvement Plan

---

## Table of Contents

---

<b>School Demographics</b>	<b>3</b>
<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>6</b>
<b>Needs Assessment</b>	<b>10</b>
<b>Planning for Improvement</b>	<b>14</b>
<b>Positive Culture &amp; Environment</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>0</b>

# Eden Park Elementary School

3650 WESTCLOX ST, Immokalee, FL 34142

<https://www.collierschools.com/epe>

## Demographics

**Principal: Christina Anderson**

Start Date for this Principal: 11/15/2021

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	Yes
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students Hispanic Students Economically Disadvantaged Students
<b>School Grades History</b>	2021-22: B (61%) 2018-19: B (58%) 2017-18: B (61%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southwest
<b>Regional Executive Director</b>	
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

This plan is pending approval by the Collier County School Board.

**SIP Authority**

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://www.floridacims.org).

**Purpose and Outline of the SIP**

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

---

**Table of Contents**

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>6</b>
<b>Needs Assessment</b>	<b>10</b>
<b>Planning for Improvement</b>	<b>14</b>
<b>Title I Requirements</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>0</b>

# Eden Park Elementary School

3650 WESTCLOX ST, Immokalee, FL 34142

<https://www.collierschools.com/epe>

## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p><b>2021-22 Title I School</b></p> <p style="text-align: center;">Yes</p>	<p><b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p style="text-align: center;">100%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p><b>Charter School</b></p> <p style="text-align: center;">No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">97%</p>

## School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	B	B	B	B

## School Board Approval

This plan is pending approval by the Collier County School Board.

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

## Part I: School Information

### School Mission and Vision

**Provide the school's mission statement.**

Eden Park Elementary will inspire students to achieve their fullest potential by providing a safe, inclusive environment that focuses on critical thinking skills and engaged learning.

**Provide the school's vision statement.**

Eden Park Elementary will nurture and grow lifelong learners who are responsible citizens and leaders within their community.

### School Leadership Team

**Membership**

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Anderson, Chrissy	Principal	Provides instructional and operational leadership through informal and formal means. Instructional leadership is evidenced by observations, professional development, participation in collaborative planning sessions, and data discussions. Operational leadership is evidenced by safety and security protocols and a shared decision making process within the school.
Howard, Meg	Assistant Principal	Provides instructional leadership within the building through both formal and informal means. This is evidenced through observations, leading professional development, participation in collaborative planning sessions, school based data discussions as well as shared decision making within the building.
Cordeiro, Rachael	Assistant Principal	Provides instructional leadership within the building through both formal and informal means. This is evidenced through observations, leading professional development, participation in collaborative planning sessions, school based data discussions as well as shared decision making within the building.
Lopez, Jacqueline	Science Coach	Provides instructional leadership through content area professional development, modeling instruction and engagement activities, data discussions and lesson planning guidance in science.
Manning, Laura	Math Coach	Provides instructional leadership through content area professional development, modeling instruction and engagement activities, data discussions and lesson planning guidance in math.
Rutkowski, Niki	Teacher, K-12	Provides instructional leadership through content area professional development, modeling instruction and engagement activities, data discussions and lesson planning guidance in all subject areas. Staff member also provides interventions for small groups of students.
Ortiz, Miriam	Reading Coach	Provides instructional leadership through content area professional development, modeling instruction and engagement activities, data discussions and lesson planning guidance in reading.
Burkard, Elissa	Other	Works collaboratively with school-based leadership team to review the fidelity of Tier 3 intervention implementation prior to referral for evaluation. Additionally, this member of leadership team maintains knowledge of laws and regulations related to compliance with the Individuals with Disabilities Act and English Language Learners, as well as guidelines pertaining to eligibility, delivery of services, and individualized plan development.

### Demographic Information

#### Principal start date

Monday 11/15/2021, Christina Anderson

**Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

**Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

16

**Total number of teacher positions allocated to the school**

57

**Total number of students enrolled at the school**

587

**Identify the number of instructional staff who left the school during the 2021-22 school year.**

4

**Identify the number of instructional staff who joined the school during the 2022-23 school year.**

8

**Demographic Data**

**Early Warning Systems**

**Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	81	105	102	111	89	86	0	0	0	0	0	0	0	574
Attendance below 90 percent	0	20	32	20	28	19	0	0	0	0	0	0	0	119
One or more suspensions	0	1	2	4	5	8	0	0	0	0	0	0	0	20
Course failure in ELA	3	38	19	41	5	0	0	0	0	0	0	0	0	106
Course failure in Math	3	19	10	36	1	0	0	0	0	0	0	0	0	69
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	19	24	21	0	0	0	0	0	0	0	64
Level 1 on 2022 statewide FSA Math assessment	0	0	0	4	18	12	0	0	0	0	0	0	0	34
Number of students with a substantial reading deficiency	2	19	34	41	29	21	0	0	0	0	0	0	0	146

**Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	2	16	5	28	16	13	0	0	0	0	0	0	0	80



Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	3	4	6	19	0	0	0	0	0	0	0	0	0	32
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Sunday 9/25/2022

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	112	101	95	116	90	112	0	0	0	0	0	0	0	626
Attendance below 90 percent	39	35	26	32	37	25	0	0	0	0	0	0	0	194
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	7	21	35	0	0	0	0	0	0	0	63
Level 1 on 2019 statewide FSA Math assessment	0	0	0	6	20	45	0	0	0	0	0	0	0	71
Number of students with a substantial reading deficiency	0	0	0	7	21	35	0	0	0	0	0	0	0	63

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	2	12	12	0	0	0	0	0	0	0	26

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	8	8	12	8	0	0	0	0	0	0	0	0	0	36
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	112	101	95	116	90	112	0	0	0	0	0	0	0	626
Attendance below 90 percent	39	35	26	32	37	25	0	0	0	0	0	0	0	194
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	7	21	35	0	0	0	0	0	0	0	63
Level 1 on 2019 statewide FSA Math assessment	0	0	0	6	20	45	0	0	0	0	0	0	0	71
Number of students with a substantial reading deficiency	0	0	0	7	21	35	0	0	0	0	0	0	0	63

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	2	12	12	0	0	0	0	0	0	0	26

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	8	8	12	8	0	0	0	0	0	0	0	0	0	36
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

**Part II: Needs Assessment/Analysis**

**School Data Review**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	43%	64%	56%				44%	60%	57%
ELA Learning Gains	56%						49%	59%	58%
ELA Lowest 25th Percentile	45%						58%	51%	53%
Math Achievement	65%	56%	50%				73%	68%	63%
Math Learning Gains	86%						71%	64%	62%
Math Lowest 25th Percentile	75%						62%	55%	51%
Science Achievement	55%	72%	59%				50%	59%	53%

**Grade Level Data Review - State Assessments**

**NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.**

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	45%	61%	-16%	58%	-13%
Cohort Comparison		0%				
04	2022					
	2019	40%	58%	-18%	58%	-18%
Cohort Comparison		-45%				
05	2022					
	2019	41%	60%	-19%	56%	-15%
Cohort Comparison		-40%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	69%	68%	1%	62%	7%
Cohort Comparison		0%				
04	2022					
	2019	69%	65%	4%	64%	5%
Cohort Comparison		-69%				
05	2022					
	2019	75%	67%	8%	60%	15%
Cohort Comparison		-69%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	46%	56%	-10%	53%	-7%
Cohort Comparison						

**Subgroup Data Review**

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	21	30	25	41	74	61	29				
ELL	33	45	42	61	83	75	38				
BLK	33	60		64	96		43				
HSP	44	56	39	66	85	74	56				
FRL	42	56	45	65	86	75	55				
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	24	59	67	27	38	45	30				
ELL	29	55	69	38	42	50	29				
BLK	37			34							
HSP	37	51	67	43	35	37	36				
FRL	37	54	68	41	38	41	37				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	32	43	50	74	67	67	35				
ELL	39	46	56	73	72	62	46				
BLK	55	48		72	67	60	31				
HSP	43	49	56	73	72	65	52				
FRL	43	49	58	73	71	62	50				

**ESSA Data Review**

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	60
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	52
Total Points Earned for the Federal Index	477
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	39

<b>Students With Disabilities</b>	
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
<b>English Language Learners</b>	
Federal Index - English Language Learners	54
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
<b>Native American Students</b>	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
<b>Asian Students</b>	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	54
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	60
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
<b>Pacific Islander Students</b>	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0

White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	60
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

## Part III: Planning for Improvement

### Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

**What trends emerge across grade levels, subgroups and core content areas?**

The school experienced an increase in proficiency in each of the tested areas (Science, Math and ELA). The largest proficiency increase was in math as it increased from 41% in FY21 to 65% in FY22. Science had the second largest increase in proficiency from 37% in FY21 to 55% in FY22. ELA proficiency data indicates greatest need. ELA proficiency in FY21 was 37%, as compared to FY22 at 43%. Although the school experienced an increase of 6%, we are still lagging behind state average by 14%. Third grade experienced a decrease in proficiency in ELA from 37% in FY21 to 33% in FY22. Eden Park is identified as a Targeted Support and Improvement (TS&I) school as students with disabilities is an underperforming subgroup. Our identified subgroup (Students with disabilities) earned a 39%. This is 1% below the threshold in being identified as underperforming.

**What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?**

English language arts proficiency had the slowest rate of increase in proficiency from FY21 (37%) to FY22 (41%).

**What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?**

Overall, in grades 3-5, the school experienced lowest performance in English language arts Subskill 1 (Key Ideas and Details). In grade 3, subskill 1 performance was 35%. In grade 4, subskill 1 performance was 47%. In grade 5, subskill 1 performance was 53%. New actions to address these areas of need include job embedded professional development, lesson planning to include classroom engagement activities, formative assessment alignment, and ongoing progress monitoring leading to adjustments in lesson planning.

**What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?**

Students making gains in Math showed the most improvement from FY21 (38%) to FY22 (86%).

**What were the contributing factors to this improvement? What new actions did your school take in this area?**

In 4th and 5th grades, the highest performing subskill was subskill 2 (Numbers and operations in base ten). In 3rd grade, the highest performing subskill was subskill 1 (Operations, algebraic thinking, and numbers in base ten). New actions that contributed to this improvement included a close alignment of lessons plans with standards to instruction and tasks, formative assessment review to include critical need standards, and daily spiral review of content.

**What strategies will need to be implemented in order to accelerate learning?**

In order to accelerate learning, the following strategies will be implemented to accelerate learning: extended school day by 30 minutes to provide targeted small group instruction in English language arts (ELA) and Math, incorporation of a Differentiated instructional block (DI) to provide explicit instruction in foundational skills, daily formative assessments aligned to the standards and benchmarks of instruction.

**Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**

Professional development opportunities that will be provided at the school include job embedded professional development during content area planning, peer to peer best practices observations, engaging learning strategies implementation, standards aligned instruction, and implementation of teacher instructional model (Marzano model).

**Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.**

The school will continue to implement Connect for Success and Leader in Me (LiM). Connect for Success will focus on providing opportunities for students to engage in activities designed to build grit, persistence, self-discipline, student agency, time management, and organizational skills and leadership. LiM teaches students college, career, and life ready skills through the Seven Habits of Highly Effective People.

**Areas of Focus**

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

**#1. Instructional Practice specifically relating to ELA****Area of Focus****Description and****Rationale:**

**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

SY22 student performance in grades 3-5 ELA was 12% below the state average for SY22 (55%). Our overall ELA proficiency in FY22 was 43%. Additionally, student performance in ELA was below 50% proficiency.

**Measurable Outcome:**

**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

Through a concerted effort to identify high leverage teaching strategies in increasing the English Language Arts achievement, our intended outcome is to increase our achievement level by 12% to 55% overall.

**Monitoring:**

**Describe how this Area of Focus will be monitored for the desired outcome.**

Monitoring towards this desired outcome will include use of student data binders to identify personal academic learning goals, monthly PLC meetings to adjust student groupings, classroom observation data for lesson plan implementation verification, quarterly data chats to monitor progress and attendance at weekly content area planning meetings.

**Person responsible for monitoring outcome:**

Rachael Cordeiro (corder@collierschools.com)

**Evidence-based****Strategy:**

**Describe the evidence-based strategy being implemented for this Area of Focus.**

The school will continue implementing a comprehensive approach to teaching English Language Arts through careful monitoring of student learning, data tracking, early intervention, lesson planning, and job-embedded professional development.

**Rationale for****Evidence-based****Strategy:**

**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**

Job embedded professional development increases the capacity of all instructional staff through tailored high leverage instructional techniques. Monitoring student progress, data tracking, and early intervention allow instructional personnel to be able to use data to make informed decisions in the best interest of all students. Instructional adjustments ensure learning gains for all (including the lowest 25%).

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Job embedded professional development targeted towards the needs of students and staff. Focus to include the delivery of instructional content, reciprocal teaching, engagement strategies, elaboration techniques and the writing process.

**Person Responsible**

Rachael Cordeiro (corder@collierschools.com)

Data chats and ongoing progress monitoring with students and staff. Students and teachers will set, track, and monitor progress towards learning goals.

**Person Responsible**

Rachael Cordeiro (corder@collierschools.com)



Weekly collaborative learning sessions to include reading coach and administration to ensure standards based alignment in lesson plans and ensuring that teachers have the necessary resources to teach required content.

**Person Responsible** Rachael Cordeiro (corder@collierschools.com)

Students will complete module assessments that mirror state assessment questions.

**Person Responsible** Rachael Cordeiro (corder@collierschools.com)

**#2. ESSA Subgroup specifically relating to Students with Disabilities**

**Area of Focus**

**Description and**

**Rationale:**

**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

When looking at our subgroup data for SY22 performance, our students with disabilities subgroup is below the 41% threshold at 39% for SY22. Additionally, subgroup data indicates that students with disabilities are underperforming in ELA achievement (21%) and Science achievement (29%).

**Measurable Outcome:**

**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

Through a concerted effort to identify high leverage strategies in increasing the achievement of our students with disabilities, our intended outcome is to increase our students with disabilities achievement level by 11% to 50% overall in SY23.

**Monitoring:**

**Describe how this Area of Focus will be monitored for the desired outcome.**

Monitoring towards this desired outcome will include use of strategic scheduling of ESE teachers, student data binders to identify personal academic learning goals, monthly PLC content meetings to include ESE teachers, and classroom observation data/professional development for use of engagement strategies and collaborative structures.

**Person responsible for monitoring outcome:**

Chrissy Anderson (andersch@collierschools.com)

**Evidence-based Strategy:**

**Describe the evidence-based strategy being implemented for this Area of Focus.**

The school will continue implementing a comprehensive approach to teaching students with disabilities in all content areas through careful scheduling, data tracking, lesson planning, and classroom observation data.

**Rationale for Evidence-based Strategy:**

**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**

Strategic scheduling of SWD support staff increases the capacity of teachers, data tracking to include student data binder and daily updating of academic goals, deliberate lesson planning to include necessary scaffolding, and classroom observation data showing use of engagement strategies and collaborative structures within the classroom.

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Job embedded professional development targeted towards the implementation of engagement strategies and collaborative structures. Observation data and sign in sheets will indicate a use of engagement strategies in the classroom.

**Person Responsible**

Jacqueline Lopez (lopezj11@collierschools.com)

Data tracking with students and staff. Students and teachers will set, track, and monitor progress towards learning goals.

**Person Responsible**

Rachael Cordeiro (corder@collierschools.com)

ESE support teachers included in content area lesson planning to ensure co-teaching model is effective in the classroom and that necessary scaffolding is occurring.

**Person Responsible**            Chrissy Anderson (andersch@collierschools.com)

Strategic scheduling of ESE support teachers. Data monitoring will allow us to update schedules based on student needs and necessary supports.

**Person Responsible**            Meg Howard (howarm2@collierschools.com)

**#3. Instructional Practice specifically relating to Math****Area of Focus****Description and****Rationale:**

**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

The math achievement of students in FY22 was 65% which is above the state average of 57%. In order to continue this positive trend, we expect to increase math achievement by 5% from 65% in FY22 to 70% in FY23.

**Measurable Outcome:**

**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

Through a concerted effort to identify high leverage strategies in increasing the math achievement, our intended outcome is to increase our achievement level by 5% to 70% overall.

**Monitoring:**

**Describe how this Area of Focus will be monitored for the desired outcome.**

Monitoring towards the desired outcome will include monthly PLC meetings to review data and update student groupings, active participation at content area planning meetings, teacher observation data for implementation verification, quarterly data chats with teachers for ongoing progress monitoring, and the use of student data binders to track student progress on assessed benchmarks.

**Person responsible for monitoring outcome:**

Chrissy Anderson (andersch@collierschools.com)

**Evidence-based****Strategy:**

**Describe the evidence-based strategy being implemented for this Area of Focus.**

The school will continue implementing a comprehensive approach to teaching mathematics through careful and deliberate planning that focuses on the how of instruction, data tracking, careful monitoring, early intervention, and job-embedded professional development.

**Rationale for****Evidence-based****Strategy:**

**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**

Job embedded professional development increases the capacity of all instructional staff through tailored high leverage instructional techniques. Monitoring student progress, data tracking, and early intervention allow instructional personnel to be able to use data to make informed decisions in the best interest of all students. Instructional adjustments ensure learning gains for all (including the lowest 25%).

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Targeted, job-embedded professional development to include training on the new math benchmarks and materials as well as how to prepare for the instructional delivery of content.

**Person Responsible**

Laura Manning (mannil@collierschools.com)

Data chats and progress monitoring with teachers and students. Students will set, track, and monitor progress in achieving academic goals through the use of student data binders.

**Person Responsible**

Chrissy Anderson (andersch@collierschools.com)

Weekly collaborative planning sessions to ensure instruction is aligned to required math benchmarks and that staff have all tools and resources necessary to be successful.

**Person Responsible** Laura Manning (mannil@collierschools.com)

Students will complete daily/weekly/monthly formative assessments to gage ongoing progress.

**Person Responsible** Chrissy Anderson (andersch@collierschools.com)

## RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

### Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

### Grades K-2: Instructional Practice specifically relating to Reading/ELA

Teacher employs formative assessment strategies to measure student understanding and misconceptions during foundational block, within differentiated instructional time.

### Grades 3-5: Instructional Practice specifically relating to Reading/ELA

Teacher requires students to use details from the text to demonstrate understanding and support ideas about the text.

**Measurable Outcomes:**

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

**Grades K-2: Measureable Outcome(s)**

Through a concerted effort to employ formative assessment strategies in measuring student understanding and misconceptions during foundational block, our intended outcome is to increase the number of students who are on or above grade level as indicated in iReady results by 9% to 70% overall.

**Grades 3-5: Measureable Outcome(s)**

Through a concerted effort to require students to use details from the text to demonstrate understanding and support ideas about the text, our intended outcome is to increase the number of students who are on or above grade level as indicated in iReady results by 10% to 50% overall.

**Monitoring:**

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

Monitoring towards this desired outcome will include use of various formative assessment strategies, observation data during foundational block, lesson plans to include high quality tasks, and weekly content area planning meetings to include discussions for implementation of standards/benchmarks.

**Person responsible for monitoring outcome:**

Select the person responsible for monitoring this outcome.

Cordeiro, Rachael, [corder@collierschools.com](mailto:corder@collierschools.com)

**Evidence-based Practices/Programs:**

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

The school will continue implementing a comprehensive approach to teaching English language arts through careful implementation of the differentiated instructional block and intentional lesson planning to include careful questioning techniques.

**Rationale for Evidence-based Practices/Programs:**

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

Differentiated instructional block is targeted to foundational needs of all students. Data tracking allows instructional staff to tailor lesson plans to fit the needs of all students. Content area planning gives teachers the opportunity to intentionally plan for leveled questioning for ELA instruction. This increases the capacity of all instructional staff to embed questioning during instruction that will allow students to use details from the text to demonstrate understanding and support their ideas.

**Action Steps to Implement:**

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
Data collection and tracking to include discussion on current foundational levels of all students and develop appropriate leveled grouping based on this data. Teachers will ensure they are using weekly formative assessment data from ELA to determine what is needed during their upcoming differentiated instructional block.	Cordeiro, Rachael, corder@collierschools.com
Teachers will participate in professional development training to include leveled questioning techniques to include during class instruction as a result of assessment data.	Anderson, Chrissy, andersch@collierschools.com

## Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

### Describe how the school addresses building a positive school culture and environment.

Eden Park Elementary is a Leader In Me School. Students and staff work together to set and track academic, cultural, leadership, and personal goals. Students are empowered to create a trusting relationship with buddy classrooms, specifically their advocacy peer as well as make connections within their grade level homeroom with bi-weekly Connect for Success lessons. Eden Park takes on an active role with the Positive Behavioral Interventions and Supports (PBIS) framework to improve and integrate data, systems, and practices affecting student culture daily; allowing students to succeed. Students are incentivized to attend school, be rewarded for their positive above and beyond behavior choices, academic achievement rewards, and work with peers and teachers in small groups in morning clubs.

### Identify the stakeholders and their role in promoting a positive school culture and environment.

Eden Park works closely with all stakeholders to ensure a positive school culture and environment. Parents are surveyed to determine obstacles to parent involvement. As a result of the obstacles, we provide opportunities for parents to attend training/workshops that empower them with skills to support their children at home. Common parent trainings/workshops include The Seven Habits of Highly Effective Families, STEM Night, State Testing FAQs, Migrant meetings, and various others. At Eden Park, we encourage our parents to come in to the building to volunteer, conference with teachers, and eat with their child. Our staff members are involved in promoting a positive culture through positive referrals, common language of 7 habits, PBIS, and setting and tracking academic and personal goals. Eden Park works closely with local universities, Ave Maria and FGCU, to empower future educators through classroom observations and student internships. Community partnerships are essential at Eden Park. Working with Guadalupe, Harry Chapin, Lipman, and the Benison Center provide our students and parents with the resources necessary to foster a positive educational experience. All stakeholders are always encouraged to attend our monthly SAC meetings to provide direct input on items such as our title I plan, use of funds, parent involvement plans, school compact, and school procedures and polices.